
The Relationship Between Students' Interaction And Online Learning Content

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Abstract

This study aims to identify and understand the relationship between students' interaction and online learning content. This research method is associative quantitative research, research that produces quantitative data which will later be used for processing survey data. obtained through observation and literature study. The results showed that the highest average value is found in the items "learning content presented can improve student understanding" and "I use the material provided for more meaningful learning" with the acquisition of 4.32 and 4.28. This data shows that students strongly agree that the learning content presented by the teacher can improve their understanding and they use the learning content for more meaningful learning. The lowest average score on the item "I apply the learning content that I get to problem solving" with an average score of 3.87. This illustrates that students are still lacking in the use of learning content in solving problems. Overall, from 8 question items related to student interaction and online learning content, an average score of 4.14 was obtained in the high category.

Keywords: *Students' interaction, Online Learning Content*

INTRODUCTION

Indonesia, is a country that was initially good in terms of economy and in terms of education. In the future, Indonesia will be ready to face various difficulties if the nature of its schools is superior in forming useful and quality human resources. Teaching is a necessity and at the same time an essential right of every citizen without sacrificing race, nationality, age, sexual orientation (gender), social position or geological area, implying that every individual has the same right in training to get a school. Various instructive obstacles that have arisen have turned into the obligation of public authorities to explore appropriate arrangements in unraveling problems in the realm of schooling. One of the problems in the world of teaching today is the inequality of training allocations in Indonesia. Distance learning is the right answer to describe the problems of learning that imposed by geographical areas that do not allow ordinary learning. The situation of distance training is one of the right answers to fulfill the right of every citizen to get teaching.

In 2020, Indonesia was hit by the corona virus pandemic which caused an extraordinary expansion of the death toll. Unlike common infections, these infections spread rapidly from one person to another through actual contact, and so on. This pandemic has caused many changes in all areas of human action. The Indonesian government quickly reacted to the current state of affairs by securing some open spaces. These days, all Indonesian individuals are given spare energy to take part in their life. If at this time they are required to live in a busy and fast moving, working non-stop , then, at that time, now was the right opportunity for the entire region to have a break, and focus on well-being. In this time of the corona virus pandemic (Mastur, 2020) But not with schools. Because training is one of the organizations that plays an important role in creating and encouraging every country. Without schools in a country, the country will be seen as a country that has no position anywhere. Moreover, it significantly

emphasizes that a country will be easily colonized by different countries, just because of the low quality of its schools.

The problems that arise are not usually easily resolved, but various countries are still confused, not only Indonesia. Covid-19 as they call the name of the virus. The emergence of severe acute respiratory syndrome Covid-19 was discovered by the Novel Coronavirus in China at the end of 2019 which has caused a large global outbreak and is a major public health problem (Lai, Shih, Ko, Tang, & Hsueh, 2020). Another source stated that the discovery of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), a new coronavirus strain disease that is more easily transmitted and more than 600,000 cases have been confirmed as well as an increase in deaths in China (Giannis, Ziogas, & Gianni, 2020). As of July 12, 2020, the virus has been responsible for 12,698,995 confirmed cases and 564,924 deaths worldwide and the numbers are continuing to rise. To date, no specific treatment is effective against SARS-CoV-2 (Bchetnia, Girard, Duchaine, & Laprise, 2020). However, life and education must continue, therefore currently the earth's population, especially in Indonesia, is experiencing a new normal period. Unusual but accustomed periods, such as the obligation to use masks at any time and anywhere, habituation to clean and healthy living, and always comply with health protocols.

The learning system in schools during the corona virus pandemic had many problems. The coronavirus pandemic that hit the world, including Indonesia, demanded firmness in preventing wider transmission, including training areas. For this reason, the Education and Culture Office took a firm stance through several booklets related to strategies schools during the crisis of the spread of the Corona virus.

In this way, an educator must know and have the option to apply some standards that encourage them to accomplish their obligations in an expert manner. Among them, (1) educators should have the option of attracting students' attention to a given topic and have the option of using different media and fluctuating learning assets; (2) instructors must have the option to move students to be dynamic in reasoning and seek and observe for themselves the answers to the problems they face; (3) instructors must cultivate students' dispositions in encouraging social relations, both among others and with the surrounding environment; and (4) instructors should research and investigate individual member differences to serve students as demonstrated by their capacities. The student's learning condition while studying at home has been 9 months which is a long time, thus making him tired and lethargic. Educators find it difficult to provide inspiration in the learning system because students also feel that they are not managed, and both parents work, so that no one directs them to study, while the learning system occurs towards the beginning of the day until late in the afternoon. To measure student learning outcomes, this is a problem experienced by teachers given the difficulty of students in catching or seeing any clues introduced during online, despite the fact that learning scores have been passed down by students more than once. Educators through learning media, such as Google classroom. Students here and there do not open the Google Study hall arbitrarily, even though all the materials and explanations have been delivered. This makes it difficult for the teacher to know whether the student has received what was conveyed to achieve the Minimum Completeness Criteria that has been set previously.

RESEARCH METHODS

This research method is associative quantitative research, research that produces quantitative data which will later be used for processing survey data (Sugiono, 2017). In this study, researchers only describe or describe the analysis of distance learning during the COVID-

19 pandemic with the learning content used. The implementation of this design is done by collecting data, managing, and presenting the data objectively.

The research was conducted with the title of the relationship between student interaction and online learning content which was carried out at SMKN 5 Pekanbaru. The research subjects consisted of 571 class X students, 594 class XI students, and 567 class XII students and 65 students in class XII. The total population in this study was 1797. Meanwhile, the total respondents used in this study were 328. Based on Slovin, the respondent selection was seen from the total population and the error rate was 5% and the difference between the sample average and the population average = 0 ,05. In this study using a sampling technique used randomly or random sampling.

RESULTS AND DISCUSSION

In the learning system, there are many problems that are seen by the instructor as an instructor which is isolated into several markers, including: 1) the most common way of delivering learning materials, 2) the course of relationships with students in the learning system, 3) the nature of position strengthening and components in learning , 4) supervising auxiliary materials that will be delivered in the learning system, and 5) structuring educational program gadgets in accordance with current conditions (Rezky, 2020). The findings obtained from this review are students who are not ready to understand the substance of the material that has been introduced through web-based media by the teacher, the web network is sometimes disrupted, and there is no use of web-based learning. media so that some topics that require certain learning tools or potential media cannot be accessed. delivered optimally by the instructor. To overcome this problem, the school has tried to overcome this problem, including preparing instructors in terms of utilizing internet learning media, for example using Google Study Hall, Google Structure, making learning recordings using Camtasia. Furthermore, the supporting facilities and frameworks used by educators in the learning system, such as strengthening the web network have been assembled, with the aim that the distance learning process (on the web) can be carried out ideally.

As far as the instructor's perspective on students in distance learning is concerned, this is divided into several markers, including: 1) tending to or seeing the person or character of an educator towards the learning system, 2) tending to or seeing the person or character of an educator. students towards the learning system, 3) assisting students' independence in the learning system, and 4) providing direction to students in the learning system who experience obstacles in distance learning.

Description of Research Variables

This description explains the respondents' responses to questions with research independent variables (X) Student interaction with the dependent variable (Y) online learning content. The questions available in variable X consist of several indicators of answers offered to respondents, namely Strongly Disagree (STS).), Disagree (TS), Neutral (N), Agree (S), and Strongly Agree (SS). The lowest and highest ratings can be determined based on the respondents' answer indicators, namely 5 and 1, so that it can be obtained:

Value \geq 4.21 : Very High

Value 3.41 – 4.20 : High

Value 2.61 – 3.40 : Medium

Value 1.81 – 2.60 : Low

Value $<$ 1.80 : Very Low

Respondents' responses to the student interaction variable on the question item "Presentation of learning content makes it easier for students to participate in learning" is the largest value. This can be interpreted that the presentation of learning content can make it easier for students to follow the online learning process. The lowest average score of 3.33 "I apply what I have learned in everyday life" can mean that students are still not optimal in applying learning to everyday life.

Hypothesis test

Hypothesis testing was carried out to test the relationship between students' interactions with online learning content with the following hypothesis:

- Ho : There is no relationship between student engagement with online learning content at SMKN 5 Pekanbaru
- Ha : There is a relationship between student engagement with online learning content at SMKN 5 Pekanbaru

The normality test is used to determine whether the data used is feasible and has a normal distribution. The number of samples > 100 then use the Monte Carlo method on the SPSS 25 application where if the Asymp value. Sig \geq 0.05 then the data can be said to be normally distributed. If Asymp. Sig \leq 0.05 then the data is not normally distributed. From the data analysis, it was obtained that Asymp Sig 0.099 > 0.05, the data were normally distributed and the assumption of normality was fulfilled.

Correlations

	N	Correlation	Sig.
Pearson X&Y Correlations	328	.276	.080

Average and Standard Deviation Questionnaire List Learner Interaction With Online Learning Content

No	Item	Mean	SD	Category
1	I make use of materials that given for more learning mean	4.28	0.72	Very High
2	I can link content learning with knowledge each	4.13	0.59	High
3	I apply learning content that I got for solving problem	3.87	0.96	High
4	I apply what I have learned into everyday life	4.17	0.80	High
5	I make notes/summaries/points important about the content studied	4.15	0.69	High
6	Learning content presented can improve student understanding	4.32	0.73	High
7	Learning content presented can change students' perspective to the material/subject	3.96	0.98	High
8	Followed Presentation of learning content make it easier for students to follow learning	4.32	0.82	Very High
Average		4.14	0.76	High

From the table above, the highest average value is found in the items "learning content presented can improve student understanding" and "I use the material provided for more meaningful learning" with the acquisition of 4.32 and 4.28. This data shows that students strongly agree that the learning content presented by the teacher can improve their understanding and they use the learning content for more meaningful learning. The lowest average score on the item "I apply the learning content that I get to problem solving" with an average score of 3.87. This illustrates that students are still lacking in the use of learning content in solving problems. Overall, from 8 question items related to student interaction and online learning content, an average score of 4.14 was obtained in the high category.

CONCLUSION

Indonesia is used to various situations but the situation that occurs is very different from the habit. Not only Indonesia, but foreign countries are also feeling the impact of the Covid-19 virus. This pandemic has an impact on the education world where all levels of education from kindergarten to postgraduate are required to carry out distance learning through online-based classes. Therefore, the relationship between the students interaction and online learning content, an average score of 4.14 was obtained in the high category. The current condition of the pandemic can be a reference for the spirit of every education party so that it can continue to be able to maximize the course of learning and make the best contribution in advancing the world of education with limitations.

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